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AUTHOR	Riley, Richard W.
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ABSTRACT

In this seventh and final State of American Education Address, Secretary Richard W. Riley discussed the progress that has been made in education since his first address and challenged schools and communities to renew their commitment toward ensuring that all students achieve their fullest potential in the 21st century. Highlights include: "the right time" to set new expectations for American education; the importance of being optimistic and determined about the future; how public education is changing for the better; raising standards; five guiding principles for implementing standards (have a healthy and ongoing dialogue with parents and teachers; make sure state standards are challenging and realistic; create quality assessments that have a direct connection to the standards; invest wisely to improve teaching and learning; insist on real accountability for results) the importance of early childhood; improving teacher quality; elevating teaching to a year-round profession; a new generation of principals; giving children a "moral compass"; overcoming the achievement gap and the digital divide; higher education in the 21st century; and the transition to college--a critical time. Archived broadcasts of other addresses are described and data charts for a five-year report card on American education are included at the end of the document. Contains a list of Department of Education's FY2000 Major Initiatives and Funding Opportunities. (AEF)

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Contact: Office of Public Affairs
(202) 401-3026

Remarks as prepared for delivery by
U.S. Secretary of Education Richard W. Riley

Seventh Annual State of American Education Address

"Setting New Expectations"
Southern High School, Durham, North Carolina

February 22, 2000

Webcast of Address

Thank you [Governor Jim Hunt] for your generous introduction. Tunky and I are so grateful to have you and Carolyn as friends. To the students here at Southern-thank you for your warm welcome. I appreciate your listening and please know that we are all on your side.

Henry Pankey-I thank you for your warm welcome -you are a principal with a mission. Ann Denlinger is with us today, you're an award-winning local school superintendent. I see Mike Ward-your dedicated state superintendent of public instruction.

Nan Keohane, the President of Duke University, is here today. Molly Broad, the president of the University of North Carolina system, and the UNC chancellors are joining us by downlink.

I am delighted to be back in the Tar Heel State to give my seventh annual State of American Education Address. The people of this state have endured floods, hurricanes and ice storms of historic proportions. I suspect that few parents will name their baby boys Floyd this year. I do know, however, that the citizens of North Carolina are a resilient people who, with tenacity and care, are helping their neighbors put their lives together.

I thank Jim Hunt for his extraordinary efforts to improve education here in North Carolina. Aren't you proud of him? Jim Hunt and so many members of North Carolina's leadership have made this state a model for the nation. I salute all of you for it.

Today, we are joined by C-SPAN and almost 250 downlinks across the nation, including the CNN student affiliate in Mount Terrace High School in Edmonds, Washington. Those students have gathered there with Congressman Jay Inslee.

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We are also joined by hundreds of special education leaders who have gathered at the University of Alabama, as well as a distinguished group of leaders in Nebraska, including Governor Mike Johanns. I welcome all of you.

I am also pleased to make this happy announcement. My wife Tunky, who is here with me today, and I were blessed last weekend with the good news that our son Hubert and his wife Lisa just welcomed into the world our eleventh grandchild William Daniel Riley. Tunky and I have been married 42 years. We are so pleased that William Daniel has come into our lives at the beginning of this new century.

The Right Time to Set New Expectations

This is a wonderful time to be alive and to be an American. We are living in a time of peace and growing prosperity and we have the good fortune to be living in the most important country in the world-a nation dedicated to freedom, equality, democracy and a quality education for all.

American optimism and ingenuity have seized the moment. So now is "the right time" to set new expectations for American education-to continue our efforts to create a "democracy of excellence" for all Americans.

One hundred years ago, higher education was almost exclusively for white males and very few of them. Today, 67 percent of all graduating high school students, men and women, go directly on to college, up from 60 percent at the beginning of the last decade. American education has become more open, more diverse and more inclusive. Women have used their education to become leaders in every field, and by the way, they also know how to kick a soccer ball into a net and win a world championship.

Our commitment to a quality education for everybody also extends to America's six million students with disabilities. This is the 25th anniversary of IDEA, a law that has had a very positive impact on the lives of millions of disabled Americans.

They know that special education is not a "place" but a set of services-services that allow children to succeed in school, go on to lead productive lives and enter the world of work. This is something that matters to me. This is why we need to consistently increase support for IDEA every year, so that the federal government does, in fact, reach the goal of contributing 40 percent in funding as suggested in IDEA. We should use these increased investments to strengthen special education in all of its facets, and all of us-at the federal, state and local levels-must reduce the paperwork burden that interferes with this goal.

I dwell on special education here to make a point. Too often in the past, and sometimes even now, we have set low expectations and used categories and labels-she's disabled; he's black; she speaks Spanish; they're difficult-labels that have denied too many children the quality education they deserved.

Last week, I was at a middle school event and one of the speakers told a story about his life. He told the children that as an inner-city African American child he had been placed in special education. He talked about

his struggle to overcome the low expectations that had been set for him. He went on to graduate from college, Phi Beta Kappa. He is now a member of the U.S. Congress. His name is Elijah Cummings and he is a powerful example of why we should never give up on a child or destroy his future with low expectations.

Being Optimistic and Determined about the Future

As we look to the future, I believe we should be determined and optimistic about improving American education. There is much to be done. American education is not where it needs to be. But the American people have made it abundantly clear that they are prepared to do whatever it takes to make America a "nation of learners." They don't want massive tax cuts. They want to build for the future by investing in the education of our children. That's good old-fashioned American common sense.

To set new expectations, we need to know where we are and where we are going. The educational paradigm of the factory age is no longer appropriate. That was a world where one-third of our young people were prepared for college, one-third got enough of an education to do simple work in a factory or on a farm, and a third of the students got no education at all. People never talked about failing schools and, unfortunately, not enough people cared about who the students were in those schools.

Well those days are over. We are in the 21st century. Today, we are attempting to do something that we have never tried before as a nation. We are seeking to give all of our young people-not just the top third-a first-class education. We are trying to lift up that middle third and that forgotten bottom third even as we help the top one-third reach for the sky.

But here is the rub. We must look at the stark reality that a continuing achievement gap persists between the rich and the poor, and between whites and minority students. This gap is a gaping hole in our commitment to fulfilling the American promise, and it will only get bigger if we do not close the digital divide as well.

Despite these difficulties, American education is improving. The five-year report card we are releasing today gives you a sense of this recent progress. Reading, math and science scores are up. The gender gap in math and science courses is shrinking-that's good-and SAT and ACT scores are up as well. We have many more high school students taking tough courses, including challenging Advanced Placement courses. More minority students are going on to college than ever before. And the vast majority of students at our nation's top colleges and universities are public school graduates.

Public Education is Changing for the Better

This is why I can tell you today that the state of American education is changing for the better. I see a strong commitment to accountability and high standards and a growing spirit of innovation and flexibility. Public education is beginning to become something new.

It's not easy. We have an old agrarian schedule, an outdated factory model and an antiquated wage system. But change is in the wind. We are moving in the right direction.

In the 21st century, public education will be different. Education will be more individualized yet more community based. Public education will be less about a fixed location and fixed schedule, and much more about learning anytime and anywhere. Technology or E-learning will penetrate every aspect of American education and change it.

There are alternative schools on college campuses, 1,700 charter schools and a growing number of public school choices for parents and students. There are public schools in shopping malls and a residential public charter school is up and running just a few blocks from my office. Positive things are happening.

While positive things are happening, loud and negative voices tell us, again and again, that public education is not up to the task of educating our children. I am deeply troubled by this relentless negativity. Unlike some in politics, I do not get a kick out of bashing teachers. To the contrary, I consider quality teachers among the real patriots of our beloved country in this Education Era.

And I am tired of the negative political voices that tell us that vouchers will solve the problem of failing schools. Well, they won't. Vouchers drain funds from public education and they divert us from the real challenge of lifting up all of our children. Vouchers are a mistake.

Yes, some of our schools are failing and they need to be fixed immediately. But those of us who support public education are the first ones to tell you about these failings.

We look for answers and one answer that isn't going to solve our problems is to block grant federal dollars. I travel all over America visiting with teachers and parents and I have never heard one parent tell me to go back to Washington and support block grants. They have a different list of priorities-safer schools, smaller class sizes, and more after-school opportunities. They want real help for specific problems. And there is no accountability when it comes to block grants and vouchers.

One of the best answers to improving our schools is to make better schools. I welcome the many efforts of America's business community to develop educational partnerships. These business leaders know that the future of American business is totally dependent on our success in education. Let me cite an example.

For several years now, the General Electric Fund has helped high school students, including students here at Southern, to get ready for college. As a result, the number of graduates going on to college at this and other schools has jumped dramatically.

This is why I am pleased to announce that the GE Fund will boost its commitment to its College Bound program to $30 million, an increase of 50 percent. I am also pleased to announce that several foundations, including the Ford Foundation and the Irvine Foundation, are joining the GE Fund and my department to create a "Pathway to College" network.

A Critical Juncture in Raising Standards

We have worked very hard in the last decade to help state and school

districts set new expectations and put new high standards into place for all of our children. This has involved committed and dedicated educators from all of our nation's public, private and parochial schools. But setting new expectations and reaching for high standards have to be done the right way.

Raising standards is making sure that every child is reading well by the end of the third grade -if not earlier-and making sure every eighth-grader is taking some algebra and geometry. Raising standards is making sure every high school in America is offering Advanced Placement classes and the arts. Raising standards is increasing the number of schools that offer foreign languages so that all of our children can speak English well and have a fluency in at least one other language.

I assure you-going backwards to a time when we watered down the curriculum for poor children is not an option. Our poorest children face the greatest of odds. We do these children the greatest injustice if we allow the old tyranny of low expectations to prevail, once again.

A quality education for every child is a "new civil right" for the 21st century. The great promise of higher standards is that they will allow us to move the children in the back row to the front row. And I mean all of our children-children with disabilities or the most recent immigrant child from Central America who is struggling to learn English.

This is why there can be no slow down or moratorium when it comes to putting high standards in place. At the same time, we must not make the mistake of reducing our efforts to raise standards to a blame and shame game: blaming schools for not doing enough; and shaming students, teachers and parents for lack of progress.

We are at a critical juncture in raising standards. As standards move from the statehouse to the schoolhouse, the debate is growing louder. While some of the debate reflects opposition to higher standards and stronger accountability, much of it is occurring because there is a gap between what we know we should be doing and what we are doing.

This is the first time all 50 states have ever tried something so ambitious, so it is important that we have a "midcourse" review and analysis to make sure everybody understands what the standards movement is all about. So let me suggest some guiding principles.

Guiding Principles for Implementing Standards

The first principle: have a healthy and ongoing dialogue with parents and teachers. The fact that people are talking about how to implement challenging standards is a good sign. But in some cases this seems to be a one-way conversation and that's a mistake. The ultimate success of this effort depends on our teachers and principals and it requires us to go the extra mile to make sure that parents understand and support their efforts. State leaders and educators need to listen hard to legitimate concerns. Involve the entire community and avoid "here's the test" top-down approach of putting assessments in place.

The second principle: states must make sure that their standards are challenging-and realistic. I've been promoting the idea of challenging standards every day for the last seven years. No one believes in the

power of higher expectations more than I do. But setting high expectations does not mean setting them so high that they are unreachable except for only a few.

If we do that, we will frustrate teachers and parents and break the spirit of children who are working hard to improve but get no credit for their effort. That's the wrong way to lift our students up. It's far better to ratchet up standards a step at a time than to try to make one huge leap all at once. A strong emphasis on improvement rather than on failure will allow us to fly the flag of excellence over many more of our schools.

The third principle: you can't improve something you can't measure-we have to create quality assessments that have a direct connection to the standards. If all of our efforts to raise standards get reduced to one test, we've gotten it wrong. If we force our best teachers to teach only to the test, we will lose their creativity and even lose some of them from the classroom. If we are so consumed with making sure students pass a multiple-choice test that we throw out the arts and civics then we will be going backwards instead of forward.

Students must be tested on the most challenging aspects of state standards in addition to the basic skills. All states should incorporate multiple ways of measuring learning-essays and extended responses, portfolios and performance assessments, as well as multiple choice tests. Every test should have as its ultimate purpose helping the child who takes the test. The child should feel challenged, not traumatized.

The fourth principle: invest wisely to improve teaching and learning. Talk alone won't get the job done. As states continue to implement standards, they must also invest in their teachers and students. Invest in sustained professional development. Expand summer school and after-school programs.

I support high-stakes tests including high school exit exams. At the same time, you have to help students and teachers prepare for these tests-they need the preparation time and the resources to succeed, and the test must be on matters that they have been taught.

In this time of economic prosperity, with state coffers expanding, there can be no excuse for shortchanging our students and their teachers. We are all in this together and that is why President Clinton and Vice President Gore have proposed the largest increase ever in the federal education budget. We are placing a strong focus on teacher quality, modernizing our schools, expanding Head Start, reducing class size and doubling the funding for after-school programs.

Here I have some positive news. The Mott Foundation, which has generously given over $80 million dollars to expand this nation's after-school programs, is today making a new contribution of $30 million dollars. The Mott Foundation and J.C. Penny will also launch a new After-School Ambassadors effort to help start up after-school programs of high quality.

The fifth principle: insist on real accountability for results. We must not be deterred from insisting that our schools be accountable for results-for making progress each year to reach challenging standards. We can't wait for the perfect test before we hold schools accountable. We

must act now and give schools the help they need. And if a school is truly struggling we should not be afraid to reconstitute it or close it down and start over.

I also firmly believe in standards for promotion and graduation. I am, however, deeply concerned about places where ending social promotion is a hurried response to political pressure, rather than a well-conceived plan for achieving success. Setting standards in January and testing in June is not realistic or fair. Promotion standards must be phased in sensibly, not rushed. This is a step by step process.

Students must have multiple opportunities to demonstrate competence, and educators should rely on more than one measure to make a final decision. And don't give up on students who still don't meet the promotion standards. We should be creating alternatives that provide them with intensive help.

I take these five principles very seriously and they are already part of our Title I requirements. I urge leaders at every level to take stock of where they are and where they are going when it comes to implementing standards. Bring together teachers, parents, and business and community leaders to hold your own midcourse review; if necessary, consider holding your own statewide "standards summit."

Now, let me turn to some other specific areas where we can set new expectations.

The Importance of Early Childhood

We now know that an infant's brain develops in astonishing ways. Helping parents, especially working mothers, to spend more time with their infants by expanding paid maternity leave would in my opinion, be a wise national policy in this new century. That means expanding the Family and Medical Leave Act.

I urge school officials to help make sure that every child who can be covered is covered under Medicaid or the CHIP health insurance program. Also please make this year's national census a success. Our children are a blessing so let's make sure that we count all of our blessings. Millions of dollars in federal and other aid depend on an accurate count.

What else can be done in the early years? These early years may provide us with the richest opportunity we may have to close the achievement gap. The stronger the start the better the finish. This is why I support the idea of universally available pre-kindergarten, and why we must set new expectations for our nation's growing pre-K effort.

Last week, my Department released our first national survey on kindergarten students. The report was very positive. I was struck, however, by the fact that less than half of all parents are reading to their toddlers every day, though a large percentage read with them some.

My message to parents is to read, read, read. If all parents will read with their children 30 minutes a day it makes a powerful difference. Please read and talk to your children. The nursery rhymes they hear will surely help them in their later years. Every conversation you have with them can

spark their brain connections to grow some more.

This is also why a great deal more attention needs to be given to improving the skills of pre-school teachers. We are proposing $30 million in new funding to improve the quality of early childhood teachers.

Improving Teacher Quality

Improving teacher quality is at the heart of our national effort to achieve excellence in the classroom. This comes at a time when the very structure of education is going through a profound change. With knowledge all around us, available anytime and anywhere, the role of the teacher is going to be fundamentally transformed in the 21st century.

In the future, schools will be more fluid, teachers more adaptable and flexible, and students will be more accountable as the task of learning becomes theirs. The challenge of the modern classroom is its increasing diversity and the skills that this diversity requires of teachers. This is why we need to do some new thinking when it comes to the teaching profession.

We need a dramatic overhaul of how we recruit, prepare, induct and retain good teachers. The status quo is not good enough. And we must revamp professional development as we know it. New distance learning models can be a powerful new tool to give teachers more opportunities to be better teachers.

Our efforts to improve education will rise or fall on the quality of our teaching force, and higher education has the defining role in preparing the next generation of teachers. I ask leaders in higher education across the nation to please make this their mission.

We need over two million teachers in the next ten years. We have a growing shortage of teachers in several critical fields including math and science, and John Glenn-in another mission for America-is leading an outstanding commission to address this problem. They will report back to the nation this fall.

I believe many young people are open to becoming first-time teachers if we make much more of an effort to actively recruit them. My home state of South.Carolina has a wonderful Teacher Cadet Program. And North Carolina has a most successful model in its Teaching Fellows program. I encourage every state to view these two initiatives as national models.

To support state efforts to get the very best teachers into our nation's classrooms, we have sent the Congress a $1 billion package of proposals. Raising teacher quality is at the very core of our proposed Elementary and Secondary Education Act. We seek to increase recruitment efforts, reduce out-of-field teaching, and get more certified teachers into our poorest schools.

I again ask state and local leaders to end the practice of setting standards for teachers and then ignoring those standards to simply get another warm body into the classroom. The recent Quality Counts 2000 report noted, " states play an elaborate shell game…millions of students sit down every day before instructors who do not meet the minimum requirements their states say they should have to teach in a public

school."

This is not the fault of the teachers-the system isn't working. We need to change the system.

Elevating Teaching to a Year-Round Profession

This is one of the reasons why I now make this new proposal. I believe that now is the time to begin a national discussion about making teaching a year-round and better-paid profession. We can no longer get teachers on the cheap.

For the last one hundred years, American education has been defined by certain assumptions. One assumption is that the job of a teacher lasts nine months. The second assumption is that we will always have a ready supply of dedicated teachers, mostly women, who, for relatively low wages, will teach our children their lessons.

I believe both of these basic assumptions are outdated. We must define new assumptions that fit our times. The income gap between experienced teachers holding a masters degree and their counterparts in other fields with the same level of education is enormous-over $32,000 a year.

This growing income disparity has become a fundamental roadblock to advancing American education. Because of low wages, we are unable to compete against other professions in luring and keeping idealistic college graduates in the teaching profession. I have come to the conclusion that we will never really improve American education until we elevate the teaching profession and come to grips with the issue of teacher compensation.

A Texas school principal may have said it best when she told me her dream. "I would like" she said, " to have my pupils in school for nine months, but have my teachers working together for much longer to plan the curriculum and improve their teaching skills." She went on to say that having her teachers work together for 11 months would be ideal. I think she has it about right.

If we are asking teachers to teach to new high standards we are asking them to do much more. I believe that making teaching a year-round profession is the future of American education. This extra time can and should be used for intensive professional development, and it certainly should be used to give more students the extra help they need in the summer months. More than a few school districts already have their teachers working ten months.

Consider this-the state of Connecticut pays its teachers the highest salaries in the country but also sets the most demanding criteria to become a teacher. The result, Connecticut leads the nation in reading, writing and math scores. Is there a connection here that other states should be investigating?

If we demand more of our teachers we need to compensate them for their effort, and treat them like the professionals that they are. I believe school districts should begin moving toward making teaching a year-round profession over the course of the next five years and pay teachers accordingly for these additional months.

Here I make an important point. I am not proposing year-round schooling for all children. Decisions about school schedules are best left up to each individual school district.

We also need some new thinking about how we get more qualified teachers into fields where we consistently are coming up short. I urge local and state education leaders as well as business leaders to find some innovative approaches to this problem.

I also support the growing effort of states and school districts to create new incentives that encourage more of America's teachers to take the challenge to become national board certified. In California, a national board certified teacher can earn an extra $10,000 a year, and Governor Gray Davis is now proposing an even bigger stipend.

I am well aware that school boards, state legislatures and governors must balance their budgets and meet the demands of all of their constituents. But if I were the chairman of a school board or a sitting governor today, I would be making a forceful case that now is the right time to make teaching a year round and better-paid profession.

A New Generation of Principals

All the work that we do to improve teacher quality will fall by the wayside if we don't make an equal commitment to preparing the next generation of principals. Just as we have a growing shortage of teachers in specific fields, we have a growing shortage of principals who know how to move standards into every classroom-principals who can motivate families and communities to be engaged in their children's schools.

A good principal is first and foremost an education leader. A good principal sets a tone, eliminates the petty rules that sap morale and creates a set of working conditions that clearly tell teachers that they are respected as first-class professionals.

We are fortunate that there are many good principals in our schools but we need many more of them. This is why we will be holding a Principals Leadership Summit this summer, and why we have proposed a new $40 million program to assist states in helping prepare the next generation of principals.

Keeping Our Children and Giving Them a Moral Compass

Helping our children to learn more always begins with a commitment to keeping our children safe in school. Columbine still shocks us. Staying connected with our teenagers is something we simply have to do. This is why I am such a strong advocate of having smaller high schools.

Young people need to have a sense of connection. I urge parents to slow down their lives and listen hard to what their children are saying. Even in their silences, teenagers are telling us a story about their lives. Our schools need to give our children a well-rounded education. But the most important thing we can give young people is a deep, abiding sense of hope.

And our schools have a role to play in helping young people develop a

moral compass. Character education is a growing field that deserves our attention. Congressman Bob Etheridge, who is here with us today, has taken a strong leadership role in promoting character education and I am pleased to support his new legislation.

Religion also has a proper place in our public schools. Our children do not give up their religious freedom when they enter through the school house door. Young people can voluntarily say grace, meet at the flagpole, or join a Bible Club. The rule of thumb is very simple. Public schools can teach about religion but they can not preach about religion.

I urge all Americans to be faithful to the deep expression of religious freedom and freedom of conscience embodied in the First Amendment. We have issued guidelines based on Supreme Court decisions to every public school principal in this nation. In this election year, I urge all political candidates to retreat from the temptation to make religion in our public schools a political issue.

There are many things we can do to help our children but sometimes everything we do is not enough. When a student brings a gun to school we must remove that child from the school immediately. There is no other option. But we do have an option to keep guns out of the hands of children and keep our children out of harms way. Sensible gun control policies can save the lives of many children and still protect the rights of law-abiding sportsmen.

Fortunately, the vast number of America's schools are free of serious violence. The issue that really dominates a principal's time is discipline. Just as students have to be responsible for their actions, school officials need to have sensible, sound and equitable discipline policies in place.

A sound discipline policy is one that ensures school safety, promotes student responsibility, and furthers the education of every student. And when a student is suspended, that idle teenager should not be tempted to get into more trouble because of having been put on the street. Just the opposite should take place-the student should be buried in books and counseled to help turn his life around before it is too late. No student should be punished by being denied an education. An equitable discipline policy treats all students fairly regardless of their race or gender. School districts need to carefully review their discipline policies to make sure that they are clear, firm, and just.

Overcoming the Achievement Gap and the Digital Divide

Equity is also at the very heart of our challenge to overcome the minority achievement gap. This gap is real, deep and persistent. I also worry that our efforts to close the achievement gap will be negated or even stymied by the growing digital divide. This is why we have worked so hard to wire our schools. The E-rate has been an enormous success. Yet, despite this success the digital divide is quickly resetting for the 21st century the divide between the "haves" and the "have nots" along racial, ethnic and income lines.

The African American historian, Henry Louis Gates, recently wrote that unless there is a "revolution in our people's attitude toward education," African Americans will face a "devastating" form of "cyber-segregation in the coming century." This is very strong and honest language. And surely

it applies just as much to Hispanic Americans, who are so determined to lower the dropout rate for their children. So what is to be done?

Here I make a modest suggestion. We live in a time of great prosperity and many entrepreneurs have amassed great wealth in the emerging dot.com world. They are young men and women in there 20s and 30s, who have great talent and are full of energy. I intend to meet with many of them this year to ask for their direct help - to help turn this digital divide into a digital opportunity.

Higher Education in the 21st Century

America is fortunate to have the finest system of higher education in the world, a model of quality, diversity and opportunity. From our great research universities to the smallest community college, we have attempted to give all Americans the opportunity to get a college education.

This will be more than a challenge in the years ahead - it will be a "crush" and I use that word precisely. Today, more Americans are attending college than ever before - 14.9 million - and millions of young people are now coming of age and preparing to go on to college. And millions of older Americans, who know that they have got to keep on learning, are filling up our community colleges, which are one of the great untold success stories of American education.

This crush of new students comes at a time when many of our nation's colleges and universities are already full and becoming more selective in their admissions process. This will mean increasing pressure for high school seniors to get into the college of their choice.

This is why I continue to encourage America's higher education community to enter into a sustained dialogue with education reformers at the middle and secondary school levels. The old paradigm of two distinct systems of education going their own way does not fit our modern times.

It is clear that high school courses linked to high standards are the foundation for college going and success and especially for minority students. This is why I encourage higher education accreditation agencies to make collaboration with our middle and secondary schools a factor in the accreditation process.

I also encourage higher education leaders to thoroughly examine the current structure of their admissions standards and send a clear signal to those who are putting standards into place.

And to reach out to parents and students as well. Dennis Smith, the president of the University of Nebraska, recently set a wonderful example. President Smith sent a letter to the parents of every eighth-grader in Nebraska outlining what courses their children need to take to get ready for college.

The Transition to College: A Critical Time

One of the most immediate and promising areas of mutuality should be a close examination of the senior year of high school. This is an important time of transition for young people. Surely we can offer our young people

some exciting and meaningful challenges between midterms and the Senior Prom.

This is why I am announcing a new initiative we call the "Senior Year Transition" project. We intend to work with the Woodrow Wilson and Mott Foundations to bring together university leaders, educators, parents and yes - students too - to take a new and close look at the senior year of high school.

We know that the transition between high school and college is a very critical time and can determine whether a student's college experience will be successful. This is why I am so encouraged by the many efforts to create and expand new pathways to college through mentoring programs like TRIO and GEAR-UP.

Many colleges and universities are making a committed effort in this regard, and I thank them for their effort. Early intervention strategies can go a long way to reducing the cost of remedial education, which now stands at a half-billion dollars a year.

Yet, for all of our success in creating new pathways to college we are not, in my opinion, doing the best job possible in retaining students. This is particularly so for our minority students. Nearly half of all low-income students will drop out of our nation's four-year colleges by the end of their sophomore year. This is a great waste of talent. A strong emphasis on quality requires us to make a much more concerted effort to give these young people the support they need as they make the critical transition to college.

Paying for college is always a paramount issue to students and parents and we all have to be concerned with rising student debt burden. This is why we have worked so hard to double federal student aid to over $50 billion a year. I am particularly pleased by our effort to increase Pell Grants for our neediest students. We are working hard to increase Pell Grants to $3,500 a year and to support other important student financial assistance programs.

States will have to increase their effort as well and take a fresh look at their policies. For most of the last decade, the state share of support for higher education has declined even as tuition and fees at public four-year institutions have increased by over 50 percent. Yet, even with these increases, the return on investment is enormous for the successful college graduate.

I now bring to your attention a very important proposal that can help millions of families pay for college. President Clinton has proposed a new $30 billion dollar College Opportunity Tax Cut, spread over the next ten years. Listen hard now. This targeted tax cut would provide up to $1,400 in 2001 and up to $2,800 in 2003, in tax relief for many, many working and middle-income families.

That, my friends, is real help for students and their parents who are worried about rising student debt. This proposal is a wise, targeted tax cut that deserves the full attention of parents and students in every working and middle class family in America. This tax cut is designed for striving Americans. Congress should do the right thing and pass it this year.

A strong focus on access to college, success in staying in college and paying for college will always be important issues for American higher education in the coming decade. But we must also recognize that higher education is breaking out of old boundaries.

E-learning is rapidly taking hold on our nation's college campuses. On-line course taking has nearly tripled and 60 percent of all colleges are now offering such courses. Clearly, we must address the issue of quality and how financial aid can be provided to on-line students more effectively.

The reshaping of education through E-learning leads me to observe that international course taking is on the horizon. Imagine students at UCLA taking courses at Oxford and students in Tokyo learning physics from a professor at Duke. We should welcome this emerging opportunity just as we welcome a half-million foreign students to our college campuses each year.

I believe that America always benefits when we learn more about different cultures and different people. This is why I will shortly be sending a recommendation to the president that he issue a directive to encourage a new focus on international education opportunities.

Conclusion

Seven years ago, when I began the tradition of giving this speech, I reflected to my audience at Georgetown University that our love of learning - and our capacity to use knowledge wisely - would be the defining forces that would shape the 21st century.

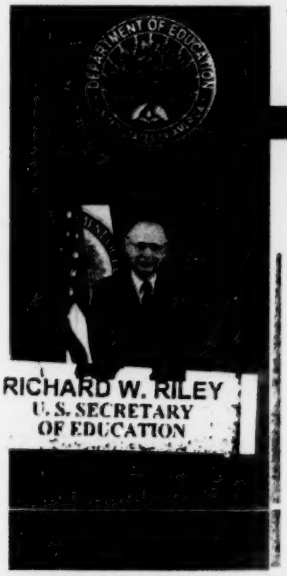
Well, now we are here and in this new, dynamic education era. I believe we can meet the many challenges of our times if we set new expectations for our children, our schools and our nation. We can do this together and surely we must.

I hope that, 50 years from now, Americans will look back and say that yes, in our time, we transformed education in America-that we did the hard work, stuck with it and lifted up all of our children. This is our great task. With optimism and determination let us go forward together to create a "democracy of excellence" in this new century.

Thank you and God bless you.

[Return to Speeches and Testimony page] PREV ED HOME

Last Updated -- [2/22/2000] ([etn])



Event broadcast on
ConnectLive.com News Network

THE
EDUCATION
ONLINE MULTIMEDIA CENTER

This web site contains video of numerous events held by the U.S. Department of Education

- STATE OF AMERICAN EDUCATION ADDRESS -

On February 22, 2000, Secretary Richard W. Riley delivered his 7th and final State of American Education Address. Secretary Riley discussed the progress that has been made in education since his first address and challenged schools and communities to renew their commitment toward ensuring that all students achieve to their fullest potential in the 21st century.

VIEW THE ARCHIVED VIDEO (RealMedia 28/100k)

Prepared text is available here.

Free RealMedia G2 Viewing Software Required for viewing (click here to download)
For viewing help, email support@ConnectLive.com

ARCHIVED BROADCASTS:

-YEAR 2000 AND EDUCATION- Squashing the Millenium Bug: Contingency Planning & System Testing in K-12 Schools

EVENT DATE: September 30, 1999

Click here to watch the event from the archive - RealMedia

See experts from the education community in a special teleconference on how schools across the country are squashing the millennium bug and preparing for possible glitches. The teleconference focuses on three critical issues: system testing, contingency planning and the role of state and local governments in ensuring Y2K

The American High School in the 21st Century

EVENT DATE: September 15, 1999

Click here to watch the event from the archive - RealMedia

On September 15th, Secretary Riley delivered his annual Back to School Address at the National Press Club Newsmaker Luncheon in Washington, D.C. The speech focused on the American high school in the 21st century. The speech was broadcast live over the internet and is now also archived here.

compliance.

The Secretary of Education Addresses the Issue of School Safety and Violence

EVENT DATE: April 30, 1999

Click here to watch the event from the archive - RealMedia

Secretary Riley addresses a group of parents, teachers and high school students about school safety and violence issues in the wake of the school shooting in Littleton, Colorado.

The Secretary of Education Addresses the Issue of Civil Rights and Education

EVENT DATE: May 17, 1999

Click here to watch the event from the archive - RealMedia

Secretary Riley addresses civil rights leaders and education advocates to commemorate the 45th anniversary of the U.S. Supreme Court's Brown v. Board of Education decision. The landmark 1954 ruling declared segregated schools Unconstitutional and paved the way for equal educational opportunity for all students in America. Secretary Riley discusses the importance of this ruling and its impact on education through the years.

Announcement of the first discounted telecommunications services provided to schools and libraries nationwide

EVENT DATE: November 23, 1998

Click here to watch the event from the archive - RealMedia

Vice President Al Gore and Secretary of Education Richard Riley announced the first discounted telecommunications

"Safe Schools, Safe Students: What Parents Can Do"

EVENT DATE: August 12, 1999

Click below to watch the event from the archive - RealMedia
28 kbps **100 kbps**

A teleconference on school safety to help parents and educators across the United States prepare for the new school year. The teleconference included a video message from President Clinton as well as live appearances by Secretary Riley and Attorney General Janet Reno and a discussion with expert panelists from across the country. The program also included roundtable discussions, viewer calls and videotapes of safe schools and safe communities in action. During the 90-minute discussion, Riley and a panel of experts from across the country emphasized that families, students, school officials, community health organizations, service organizations and faith communities must all be actively involved in the development and implementation of school safety plans.

The Sixth Annual State of American Education Address by U.S. Secretary of Education Richard W. Riley

EVENT DATE: February 16, 1999

Click here to watch the event from the archive - RealMedia

Secretary Riley delivered his 6th annual State of American Education Address at California State University, Long Beach. He presented his view on the nation's schools and colleges as the year 2000 approaches and focused on the critical role of teachers in preparing students for the 21st century. He discussed the nation's efforts to raise educational standards for all children, the need to build and modernize schools nationwide, ways to ensure students master basic skills and are challenged to take rigorous courses to prepare for college and careers, and the increased availability of federal financial aid opportunities.

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services provided to schools and libraries nationwide as a result of the E-rate. With the start of E-rate discounts and the next installment of the Technology Literacy Challenge Fund to states, schools and libraries across the country will be able to connect young people from all walks of life -- urban, suburban, and rural areas -- to the power of the Information Age.

President William J. Clinton and Secretary of Education Richard W. Riley on National School Modernization Day

EVENT DATE: September 8, 1998

Click here to watch the event from the archive-RealMedia

The President spoke about the importance of providing the nation's students with safe and modern school facilities, educational technology and the personal attention they need in order to excel.

The Annual Back to School Speech by Secretary of Education Richard W. Riley

EVENT DATE: September 15, 1998

Click here to watch the event from the archive-RealMedia

Secretary Riley addressed teacher issues and the nationwide need to hire more than two million teachers over the next decade. He discussed the importance of ensuring well trained teachers in all classrooms and the efforts of the Clinton Administration to encourage teaching as a profession. Secretary Riley also discussed ways to improve teacher training and professional development opportunities.

Speech by U.S. Secretary of Education Richard W. Riley "Technology and Education: An Investment in Equity and Excellence"

EVENT DATE: July 29, 1998

Click here to watch the event from the archive-RealMedia

The Secretary spoke about the possibilities that technology offers for enhancing education in the 21st century and the importance of ensuring equal access for all to this innovative learning tool. United States Senator John Glenn introduced the Secretary.

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State of American Education -- 2000

A 5-Year Report Card On American Education

February 2000

Report Card Data Charts

Where possible, data are reported for 1995-99. In other cases, data are reported for the most recent and available 5-year period, with no data being earlier than 1992.

A 5-Year Report Card On American Education: Summary

Better	Stayed the Same	Worse	Priorities
↑			**Reading, Math, & Science**
	—		**Teachers & Teaching**
↑			**Technology in the Classroom**
	—		**Alcohol, Drugs, & Violence**
↑			**Public School Choice & Charter Schools**
	—		**Pre-School & After School**
	—		**Family Involvement in Education**
	—		**High School Completion**
↑			**Opportunities for Students with Disabilities**
↑			**College Participation & Student Aid**

Better	Stayed the Same	Worse	Priorities
↑			**Reading, Math, & Science**
↑			1. NAEP 4th grade reading scores in high-poverty schools improved, while overall reading scores held steady (94-98, 92-96).
↑			2. NAEP 8th grade overall math scores and math scores of high poverty students improved (92-96).
↑			3. The percent of high school graduates with 4 years of English and 3 of science, math, and social studies increased by 5 percentage points (94-98).
↑			4. The number of AP tests with scores meeting college requirements increased overall and for minority students (94-98).
↑			5. The number of states with challenging content standards went from 42 to 50 and the number of states with challenging performance standards increased from 8 to 25 (97-99).

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	–		**Teachers & Teaching**
	–		6. The percent of teachers who "Feel Very Well Prepared" to implement higher standards" did not change significantly (96-98).
↑			7. The percent of 7-12th grade teachers with a major/minor in their main field of teaching increased 1 to 8 percentage points (94-98).
↑			8. The number of nationally board-certified teachers increased five-fold, from under 1,000 to nearly 5,000 (97-99).
	–		9. New elementary school teachers' performance in math on the Praxis I did not change significantly (96-99).
↑			**Technology in the Classroom**
↑			10. The percent of instructional rooms with Internet access increased 60 percentage points from 3% to 63%, and the number of students per instructional/ multimedia computer decreased (94-99, 94-98).
		↓	11. Between high- and low- poverty schools, the gap in the percent of classrooms with Internet access widened to 35 percentage points (95-99).
↑			12. The percent of higher education institutions offering distance education increased to 44% (95-98), and the number of course offerings doubled to over 50,000 (94-98).
	–		**Alcohol, Drugs, & Violence**
	–		13. The percent of 8th, 10th and 12th graders reporting that they used alcohol over the past 30 days did not change significantly (93-99).
		↓	14. The percent of 8th, 10th and 12th graders reporting that they used drugs over the past 30 days increased from 18 to 26% for 12th graders (93-99).
↑			15. The number of serious violent crimes occurring in school or while going to school against students ages 12-18 declined from 12 to 8 per 1,000 students (93-97).
↑			**Public School Choice & Charter Schools**
↑			16. The number of charter schools in operation increased from 100 to 1700 (95-00).
↑			17. The number of students in schools chosen by students or their parents increased from 11% to 15% (93-99).
	–		**Pre-School**
	–		18. Preschool participation has increased slightly, while the gap in participation between high- and low-income children has remained steady (94-98).
↑			19. The percent of children in K-3 who attend a center-based program after-school increased by nearly one-third (96-98).
	–		**Family Involvement in Education**
↑			20. The percent of 3-5 year olds whose parents report reading to them regularly increased slightly to over 80% of parents (93-96).
	–		21. The percent of family members who reported attending parent-teacher conferences/meeting with child's teacher remained at about 70% of parents (96-99).

	–		**High School Completion**
	–		22. The percentage of high schools completers or GED remained near 90% (93-98).
	–		23. The percentage of recent school dropouts remained at about 5% (93-98).
↑			**Opportunities for Students with Disabilities**
↑			24. The percentage of students with disabilities being educated in regular classrooms increased by nearly 13 percentage points (91-96).
↑			**College Participation & Student Aid**
↑			25. The percentage of high school completers ages 25 to 29 with a bachelor's degree or higher increased for Whites (28%-35%), Blacks (13%-18%) and Hispanics remained steady from 1994-98.
↑			26. The percent of high school graduates immediately enrolling in college increased for Blacks (52%-59%) and Whites (64%-68%), but held constant for Hispanics at 55% (1994-98).
↑			27. SAT scores went up by 13 points (93-98), and ACT scores slightly increased. (94-99).
↑			28. The loan default rate declined by 3 percentage points (93-97).
		↓	29. The median debt burden of students to the federal government increased one percentage point to 8.4% of income, showing that students are taking on more debt.

For additional copies or charts, please contact:
Planning and Evaluation Service
U.S. Dept. of Education: 202-401-3132

PES

For further information, please contact:
Office of Public Affairs, U.S. Department of Education: 202-401-1576

The indicators and data in this *Report Card* are based on the U.S. Department of Education's Strategic Plan. Charts presenting data for each indicator are available from the Planning and Evaluation Service (PES) office or on the web at http://www.ed.gov/soae.

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This page last modified February 24, 2000 (pjk)

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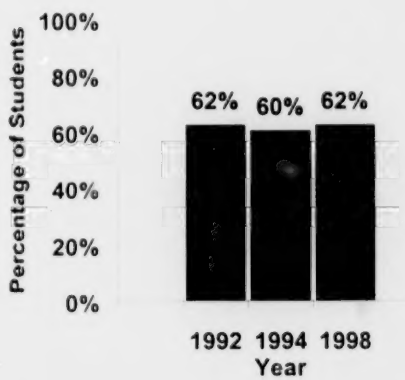
A 5-Year *Report Card* on American Education
(Data Charts)

READING, MATH, AND SCIENCE

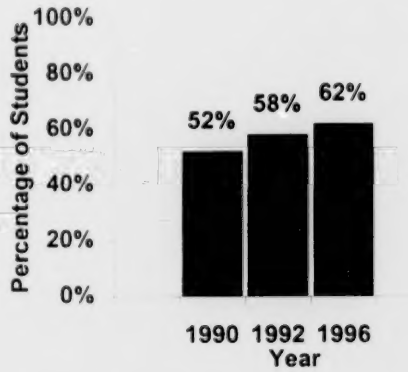
Priorities 1 & 2:

Performance of Students on NAEP Assessment

Percentage of Grade 4 Students Scoring At or Above NAEP Basic Level in Reading



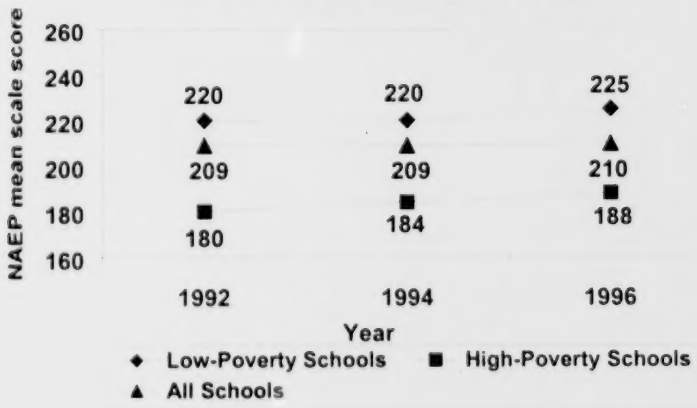
Percentage of Grade 8 Students Scoring At or Above NAEP Basic Level in Math



Source: National Assessment of Educational Progress (NAEP) and the National Center for Education Statistics. **Limitations of data:**. The methods for establishing basic proficiency levels are not unique and different methods could yield different levels.

Trends in NAEP Reading Performance

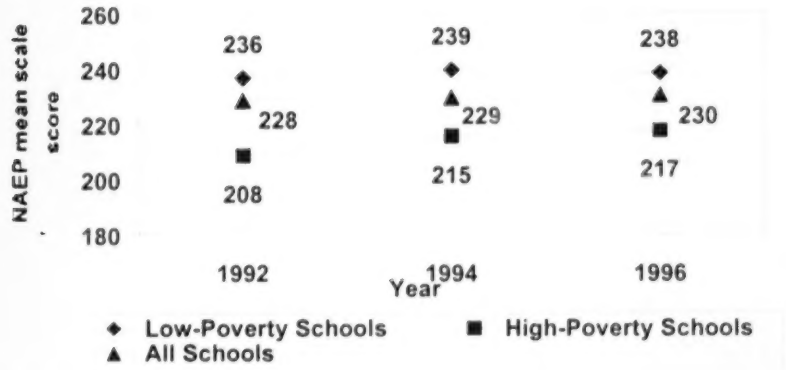
Average Scale Scores of 9-Year-Old Public School Students by Poverty Level of School (1988 to 1996)



Source: National Assessment of Educational Progress (NAEP) and the National Center for Education Statistics. **Limitations of data.** Uses trend NAEP, which is not updated to reflect the most current methods for measuring of content.

Trends in NAEP Mathematics Performance

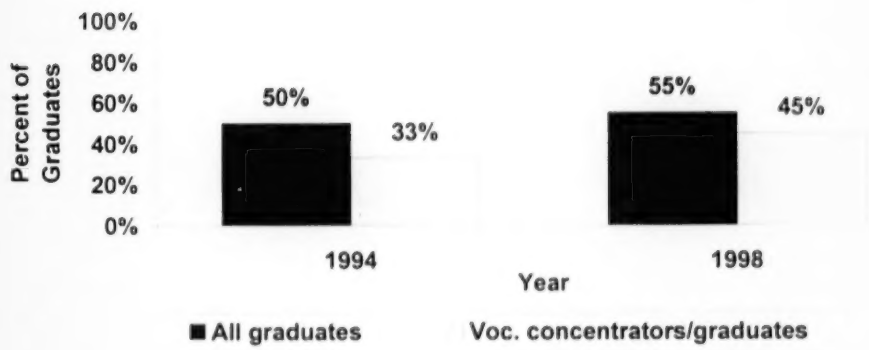
Average Scale Scores of 9-Year-Old Public School Students by Poverty Level of School (1986 to 1996)



Source: Special analyses of data from National Assessment of Educational Progress (NAEP) and the National Center for Education Statistics. **Limitations of data:** Data on the percentage of students eligible for free and reduced-price lunch are not available for some schools and are not defined consistently across years.

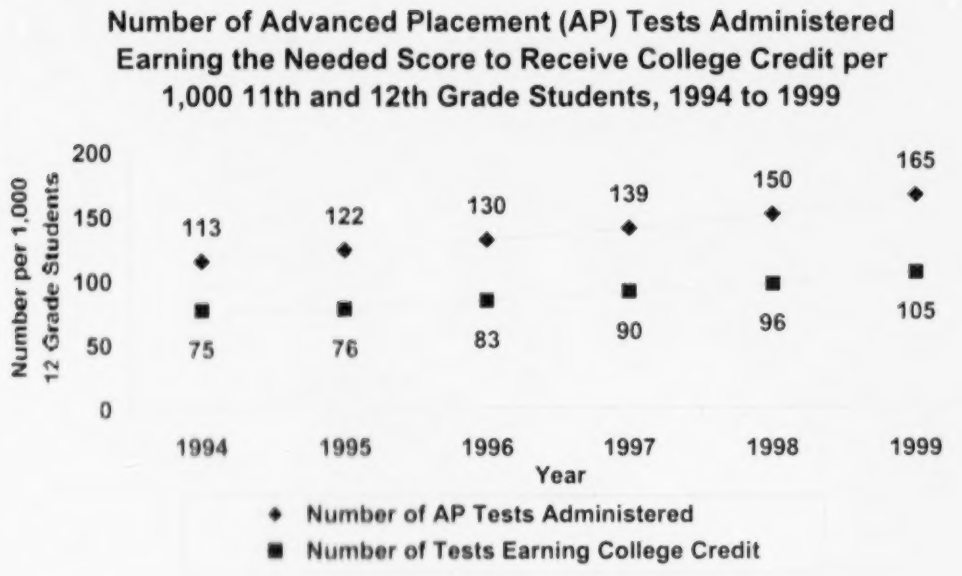
Priority 3:

Percentage of High School Graduates Who Have Taken 4 Years of English and 3 Years Each of Math, Science, and Social Studies



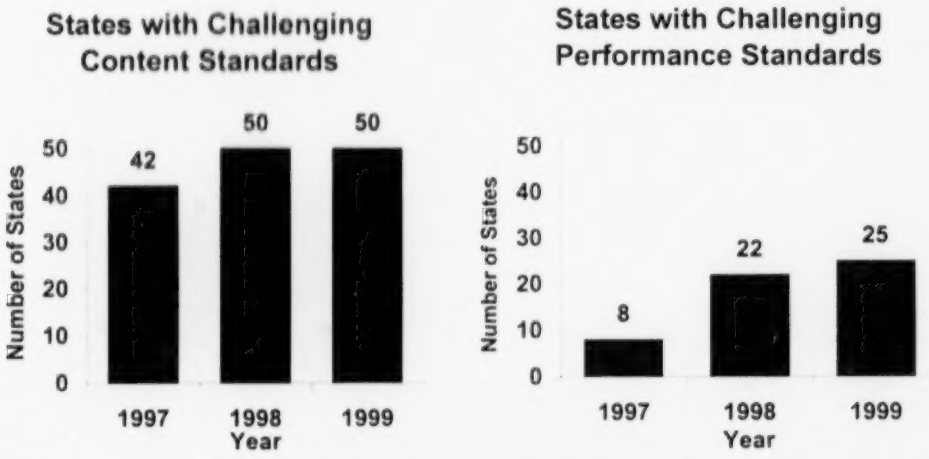
Source: NAEP Transcript study prepared for the National Center for Education Statistics, SY 1993-94 and 1997-98. **Limitations of data:** Numbers of years of course work does not adjust for differences in content taught within a content area.

Priority 4:



Source: Based on special analyses of data from the College Board AP Program prepared for and reviewed by the National Center for Education Statistics. **Limitations of data:** Because AP candidates often take more than one examination, there is not a one-to-one ratio between the number of examinations taken and the number of students.

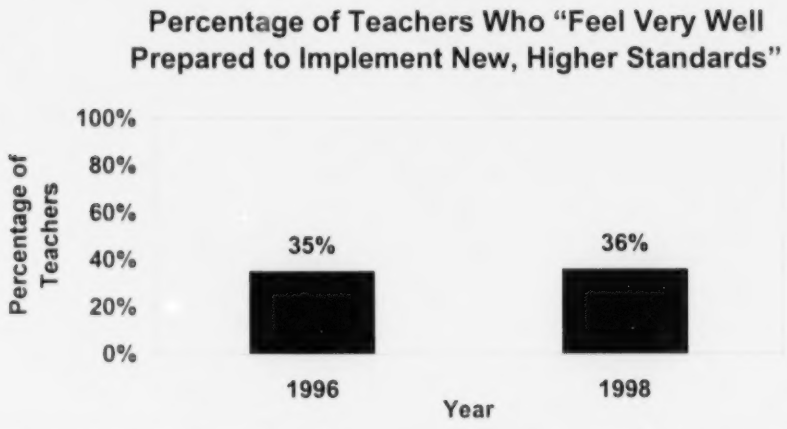
Priority 5:



Source: Fig. 1.1.a.1 and 1.1.a.2. Consolidated State Plans, Department of Education review of evidence submitted by states to demonstrate their standards and assessment development process. **Limitations of data:** States are expected to submit evidence that standards are in place; however, states are not required to submit their standards to ED. Therefore, the Department can only evaluate whether states used a rigorous process in developing and adopting standards, not the quality of the standards themselves.

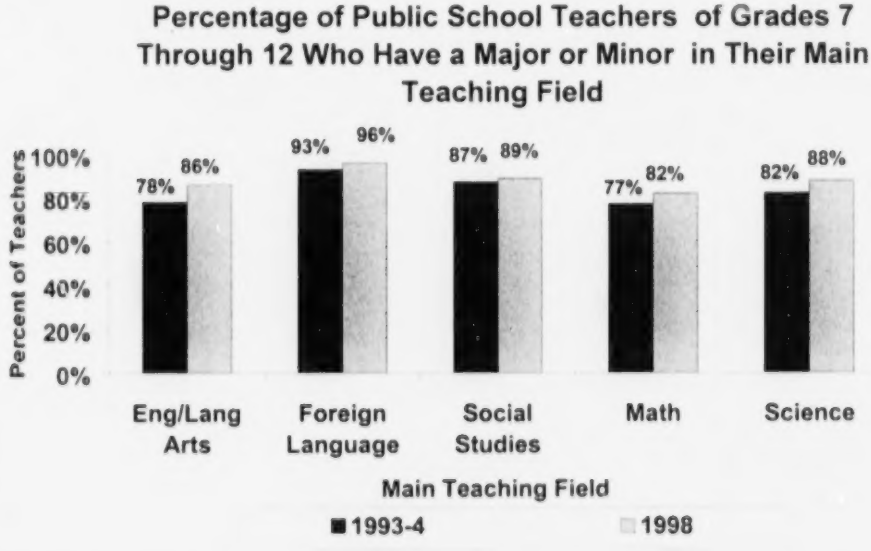
TEACHERS & TEACHING

Priority 6:



Source: Teacher Quality Fast Response Survey (FRS). **Limitations of data:** Indicator is based on teacher self-reported data. In addition, the exact question differed across the two years of data collection: in 1996, teachers reported how well prepared they were to implement "new, higher standards"; in 1998, teachers reported how well prepared they were to implement "state/district standards." In 2000, teachers will report how well prepared they are to implement "state/district standards." This indicator is intended to be a measure of teachers' readiness to implement standards. However, in some cases, it may inadvertently only measure whether a teacher is aware of the standards.

Priority 7:

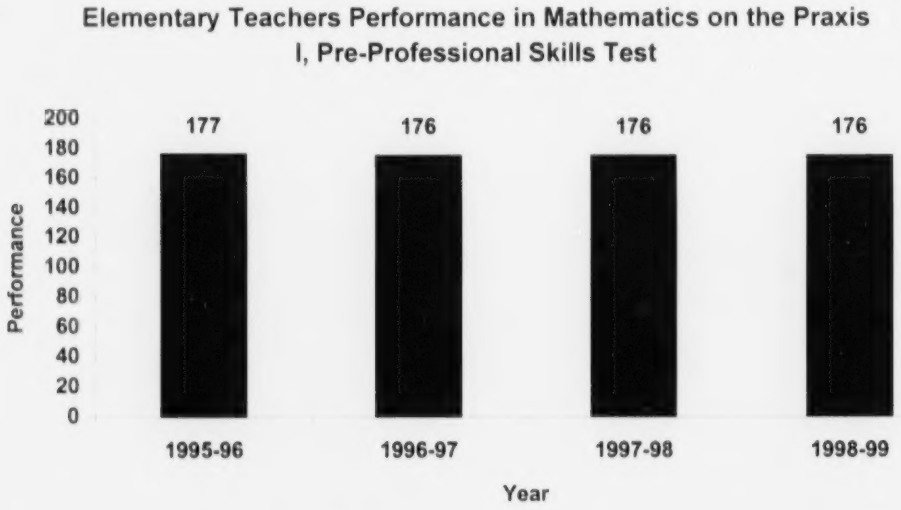


Source: Schools and Staffing Survey (SASS), and Teacher Quality Fast Response Survey (FRS). **Limitations of data:** Some teachers report that although they may not have a major or minor in their main teaching field, their schools or districts require them to take additional courses in their main teaching fields. Thus, in some cases, teachers who do not have a major or minor in their subjects may be adequately prepared to teach in those subject fields. In addition, these data do not account for teachers who teach without a major or minor in a field that is not their main teaching assignment.

Priority 8:

Source: National Board for Professional Teaching Standards (NBPTS). **Limitations of data:** This indicator does not fully capture the impact of the NBPTS. For example, the work of the Board has influenced the development of teacher standards in states and districts and is currently bringing about changes in curriculum or program structure at 39 teacher training programs across 21 states.

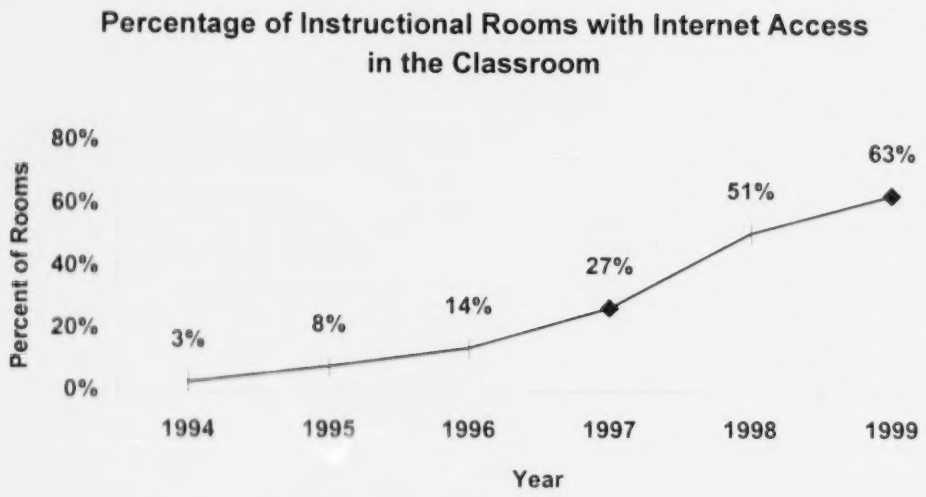
Priority 9:



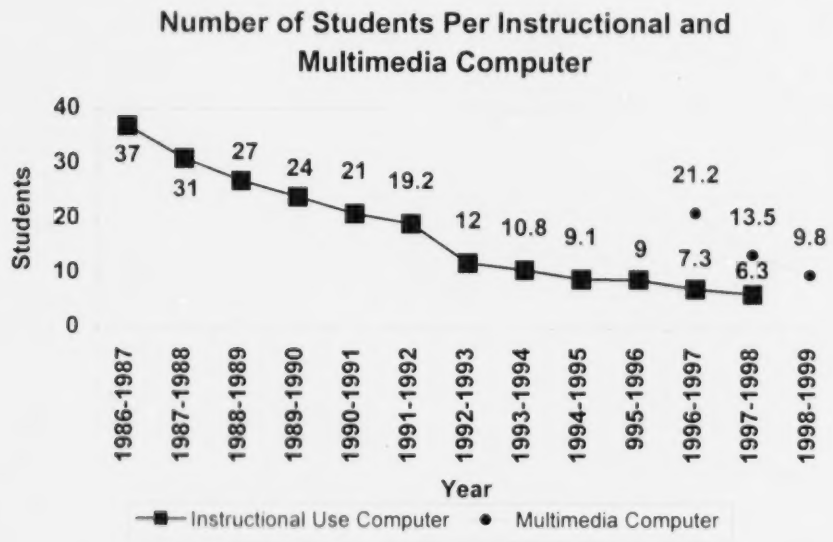
Source: Educational Testing Service (ETS), 1999, Praxis I Pre Professional Skills Test (PPST) **Limitations of data:** Based on data from those 29 States that require the PPST. The PPST measures knowledge in mathematics content and pedagogy for prospective elementary school teachers in states that require this exam. The data are only for those two-thirds of preservice teachers who took the paper and pencil test, and do not represent teachers who took the computer test.

TECHNOLOGY IN THE CLASSROOM

Priority 10:



Source: National Center for Education Statistic (NCES), Survey of Advanced Telecommunications in U.S. Public Elementary and Secondary Schools, February 1997, February 1999 and February 2000 **Limitations of data:** The measure looks at access to the Internet, but does not look at actual or quality of use.



Source: Market Data Retrieval, *Technology in Education*, 1997, 1998 and 1999; Market Data Retrieval, 1997 as cited in Education Week, *Technology Counts*, 1997. **Limitations of data:** Market Data Retrieval data do not have consistently high response rates, and response rates vary substantially across sites. Accuracy of responses may vary considerably across districts and states.

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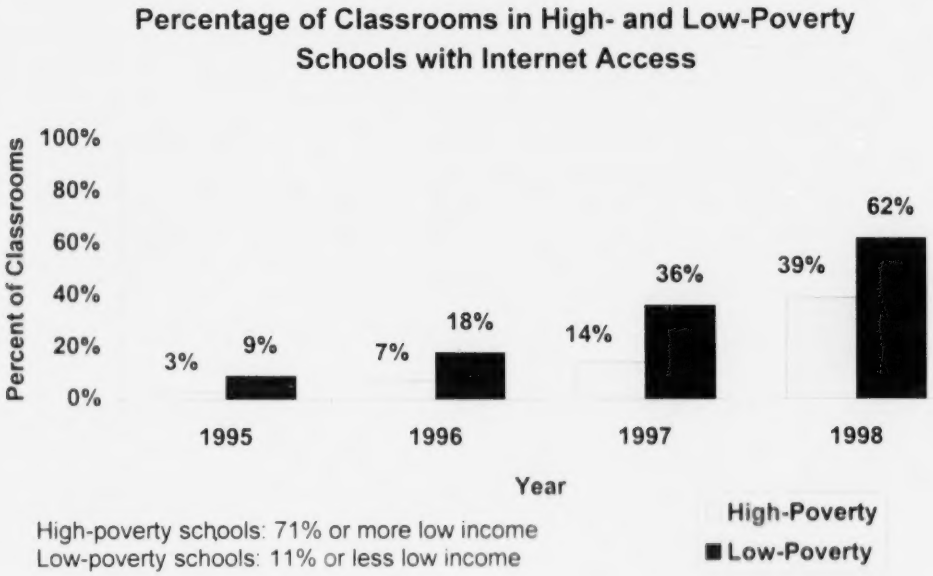
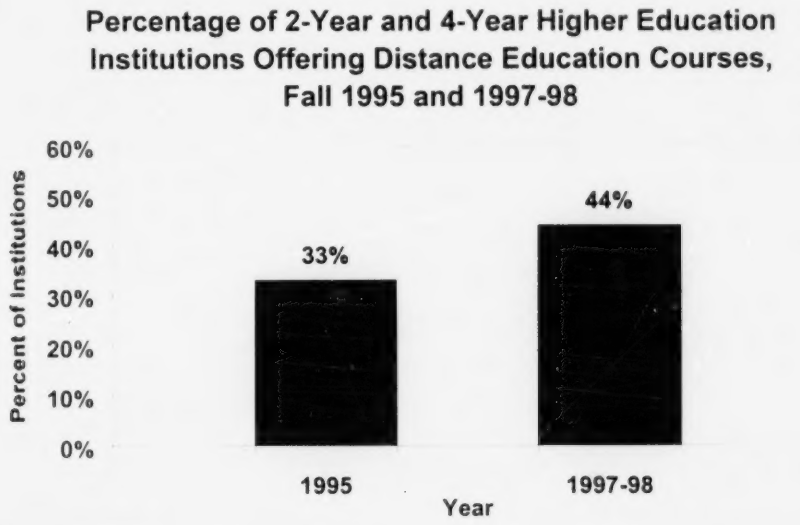
Priority 11:



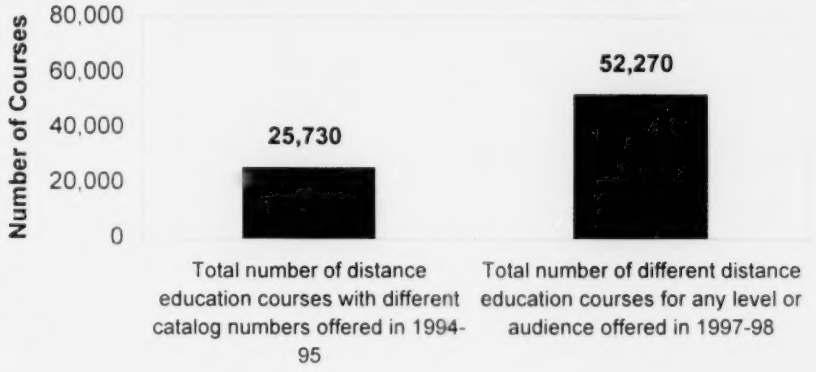
Source: NCES, Internet Access in Public Schools, February 1998; Internet Access in U.S. Public Schools and Classrooms, February 2000. **Limitations of data:** Poverty measures are based on free and reduced-price school lunch data, which may underestimate school poverty levels, particularly for older students and immigrant students.

Priority 12:



Note: Percentages for 1995 are based on an estimated 3,460 higher education institutions, and for 1997-98 are based on an estimated 3,580 higher education institutions.
Sources: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, Survey on Distance Education Courses Offered by Higher Education Institutions, 1995, and Survey on Distance Education at Postsecondary Education Institutions, 1998-1999 **Limitations of data:** Does not adjust for the number of students participating in different institutions.

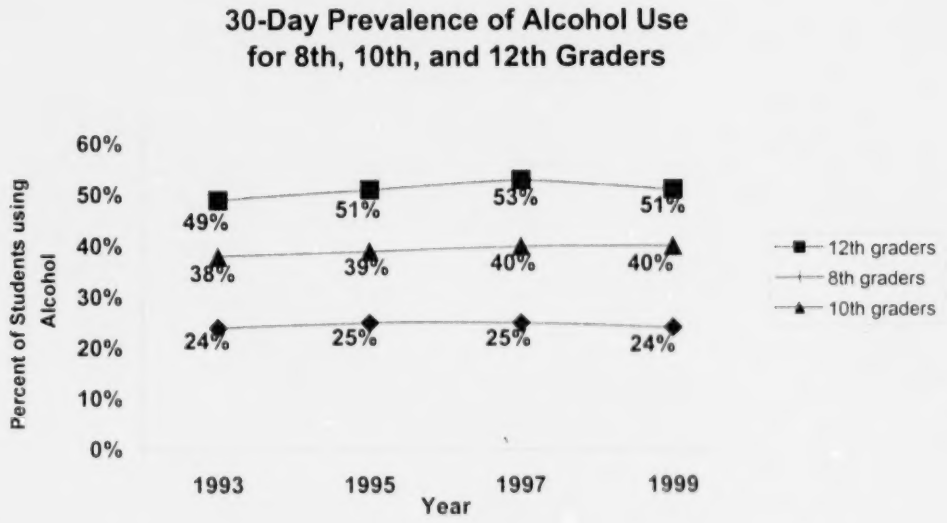
Number of Different Distance Education Courses Offered by 2-Year and 4-Year Higher Education Institutions in 1994-95 and 1997-98



Notes: 1994-95 data includes information for the estimated 1,130 higher education institutions that offered distance education courses in fall 1995. The data for 1994-95 were not input for item nonresponse. However, there was no item nonresponse for the number of distance education courses offered. 1997-98 data includes information for the estimated 1,590 higher education institutions that offered any distance education courses in 1997-98.
Sources: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System, Survey on Distance Education Courses Offered by Higher Education Institutions, 1995, and Survey on Distance Education at Postsecondary Education Institutions, 1998-1999.**Limitations of data:** Does not adjust for differences in the number of students participating in different courses.

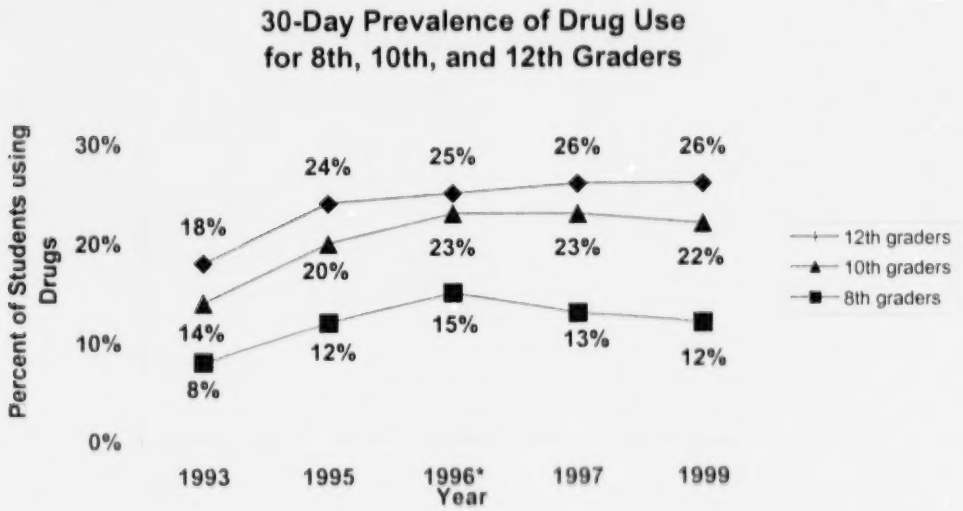
ALCOHOL, DRUGS, & VIOLENCE

Priority 13:



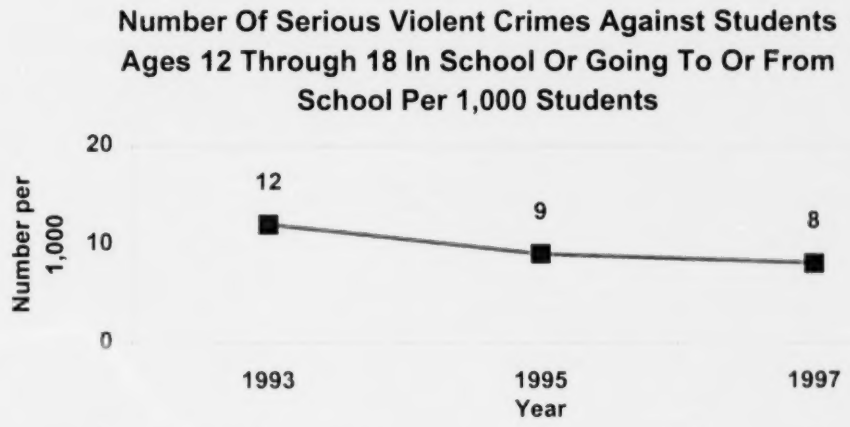
Source: *Monitoring the Future (MTF)*, 1999. **Limitations of data:** MTF does not typically report response rates, but available information indicates that the total response rate for this survey has varied between 46% and 67% since 1976.

Priority 14:



Source: *Monitoring the Future (MTF)*, 1999. **Limitations of data:** MTF does not typically report response rates, but available information indicates that the total response rate for this survey has varied between 46% and 67% since 1976.

Priority 15:

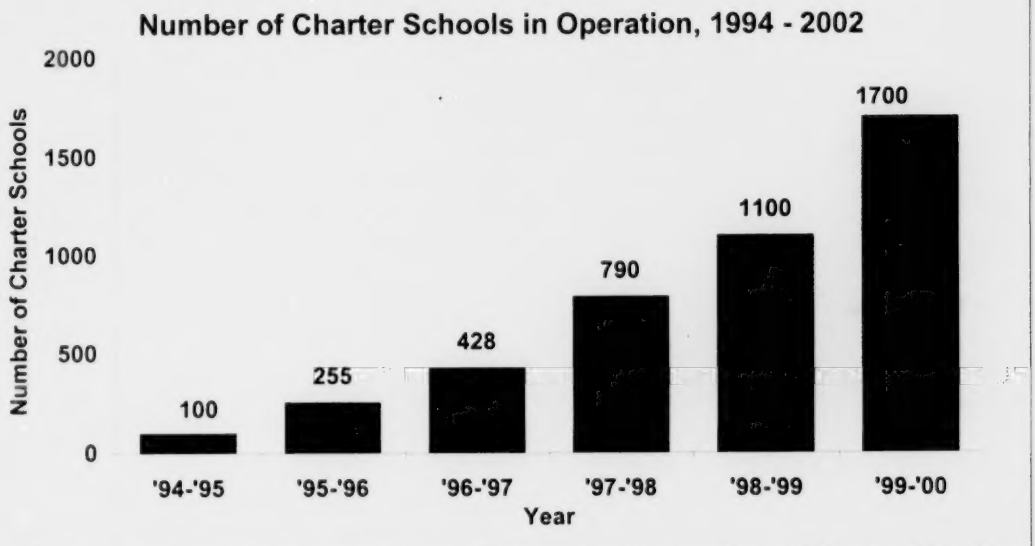


Note: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault.

Source: *National Crime Victimization Survey* (NCVS), 1997 (special analysis, 1999).**Limitations of data:** Most NCVS data are reported the year after collection, but in-school victimization data is a special analysis with a delayed release, so the 1998 data will be available in 2000 and the 1999 data (collection of which is not yet completed) will be available in 2001.

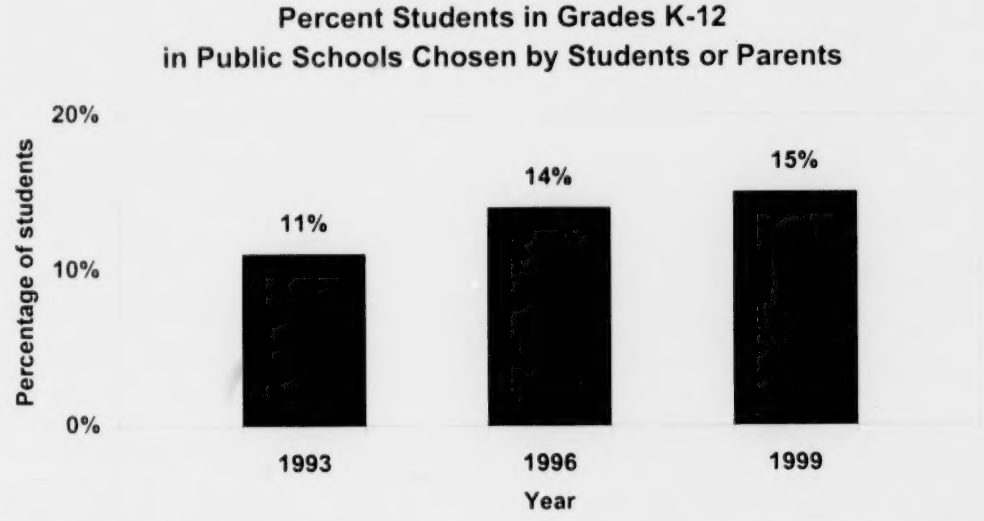
PUBLIC SCHOOL CHOICE & CHARTER SCHOOLS

Priority 16:



Source: State Education Agencies; State legislatures; Center for Education reform (as a cross-reference). **Limitations of data:** Cross-referencing sources has helped validate figures received from various sources. The nature of state laws significantly influences the growth of charter schools; although 38 states have authorizing legislation, the majority of charter schools are located in seven states (Arizona, California, Colorado, Florida, Michigan, North Carolina, and Texas).

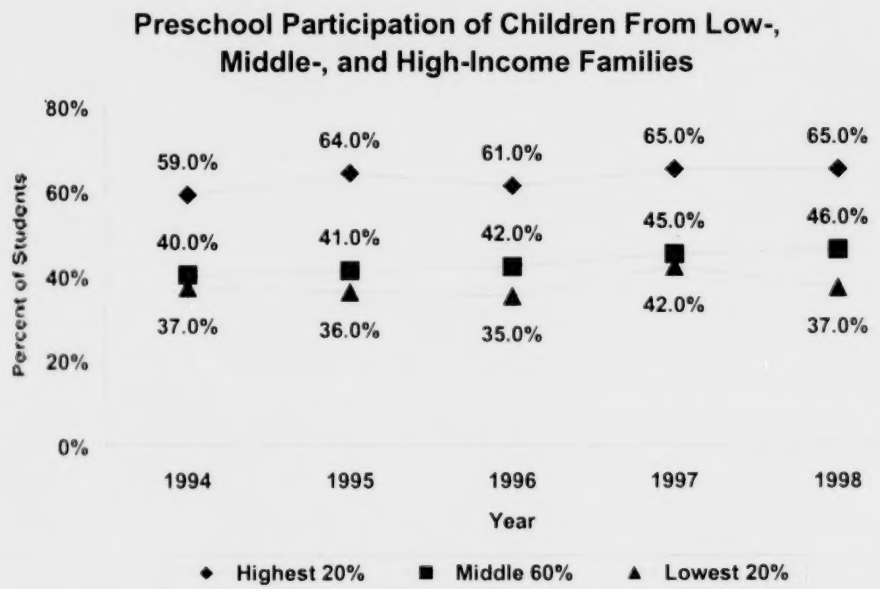
Priority 17:



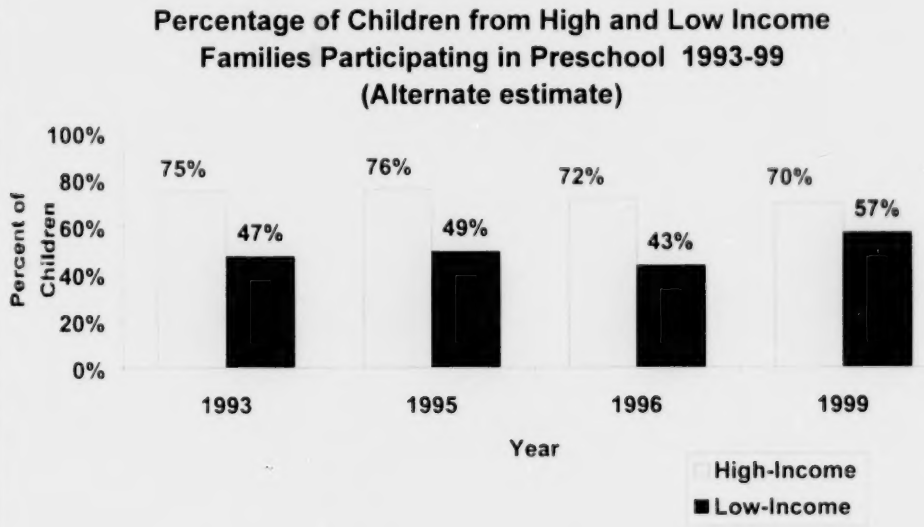
Source: National Household Education Survey, National Center for Education Statistics (NCES). **Limitations of data:** Parent responses are subject to uncertainty over their knowledge of whether a school is a choice school.

PRE-SCHOOL & AFTER SCHOOL

Priority 18:



Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, unpublished tabulations **Limitations of the data:** Alternative estimates from the NCES National Household Education Survey (NHES) show the gap closing and would shift the report card entry to an upward arrow for improvement. However, the income breaks for this survey differ (low income is under $10,000 and high income is over $50,000) and the sharp improvement in the 1999 results should to be validated by additional data Chart below shows NHES results for comparison with the Census estimated trends.



Source: National Household Education Survey. **Limitations of data:** Priority #18 is based on data from two surveys that differed in many respects, such as the definition of high and low income.

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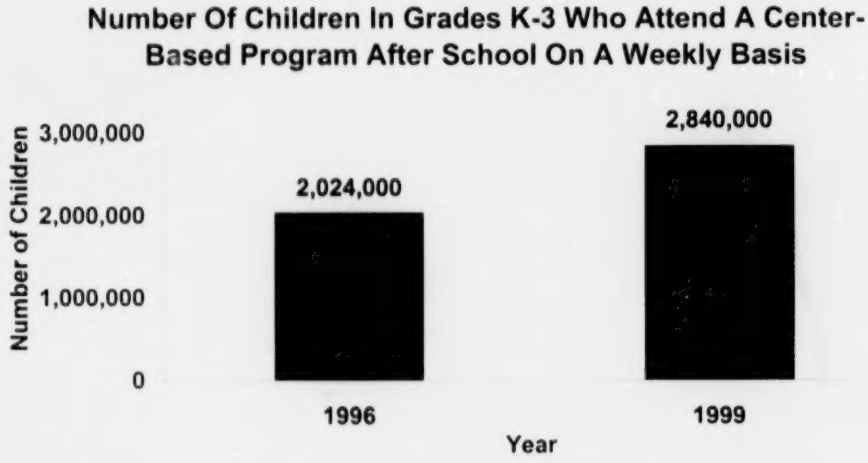
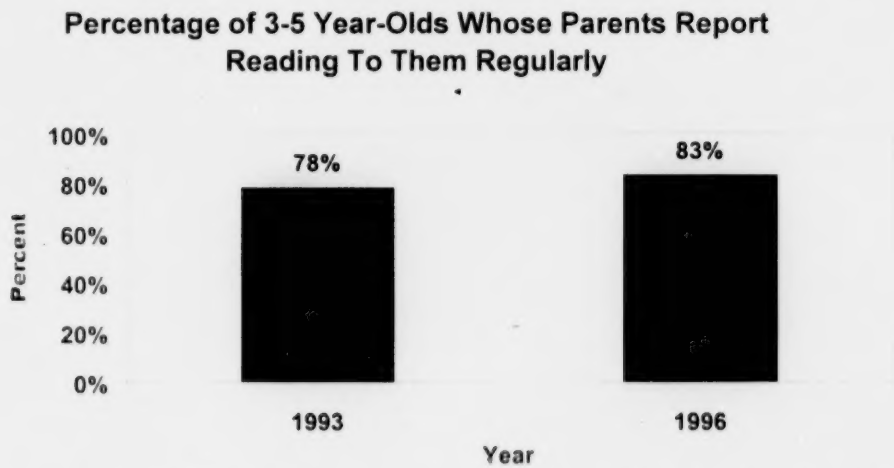
Priority 19:



Source: National Center for Education Statistics, National Household Education Surveys, spring 1996 and spring 1999.**Limitations of data:** The participation data from the National Household Education Surveys only cover children in grades K-3.

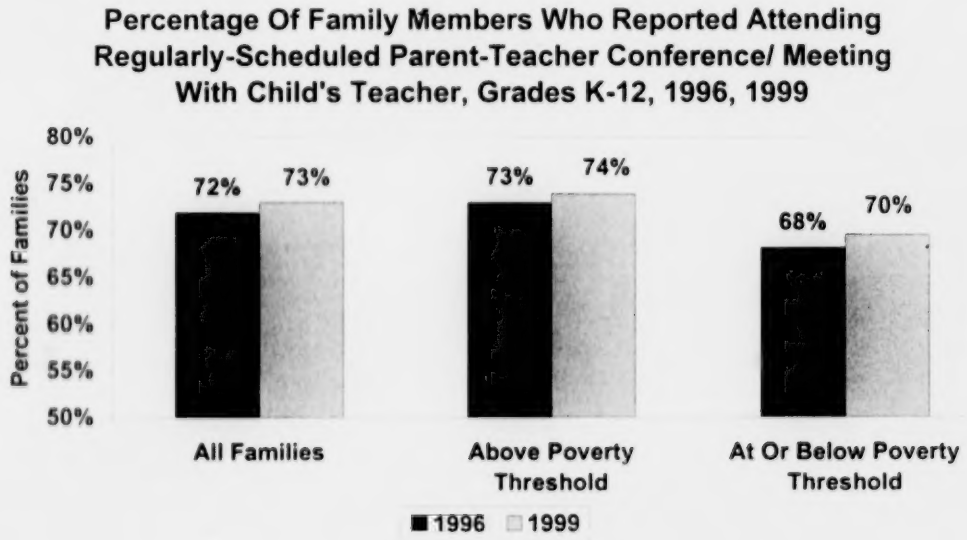
FAMILY INVOLVEMENT IN EDUCATION

Priority 20:



Source: National Center for Education Statistics, National Household Education Survey, 1993, 1996. **Limitations of data:** Parents may over-report reading to their children, as it is the socially acceptable answer.

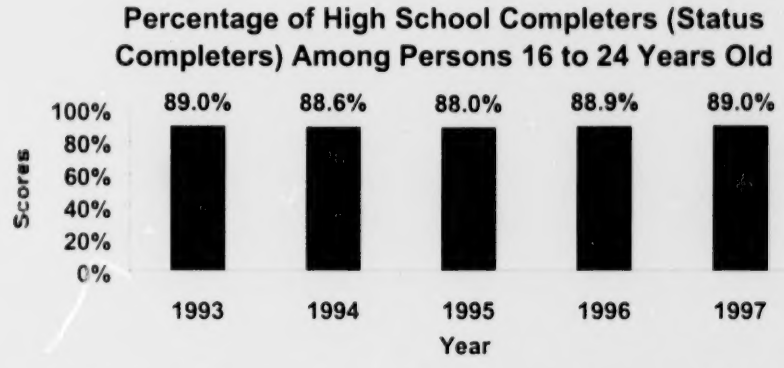
Priority 21:



Source: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, spring 1996 and spring 1999. **Limitations of data:** Self-reported data.

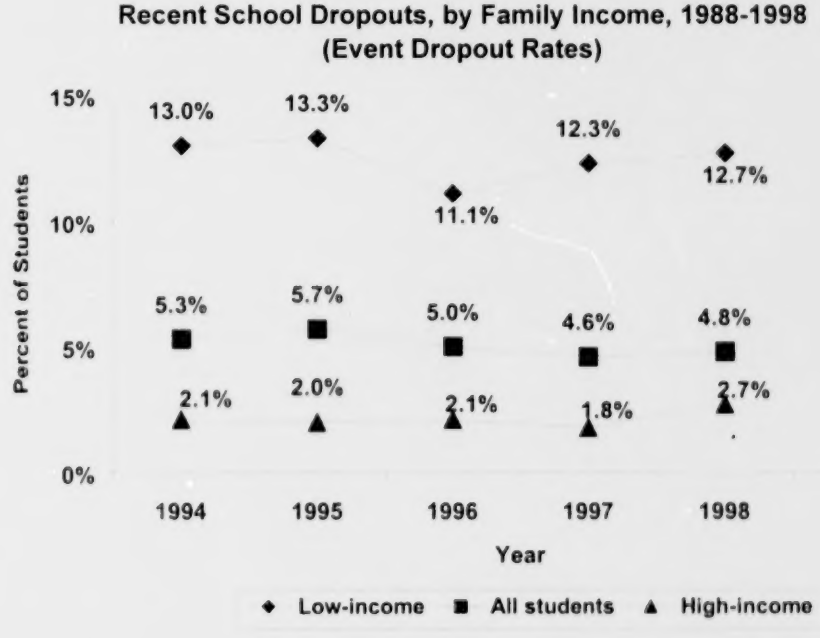
HIGH SCHOOL COMPLETION

Priority 22:



Note: "Status" completers are 16- to 24-year-olds who are enrolled in school or who have completed a high school program. People who have received GED credentials are counted as high schoolcompleters. All data are based on October counts. Data are based on sample surveys of the civilian noninstitutional population.
Source: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, unpublished tabulations; and U.S. Department of Education, National Center for Education Statistics, *Dropout Rates in the United States*. (This table was prepared December 1998.) **Limitations of data:** Self-reported data. Consistent with trends from "Recent School Dropouts" shown below.

Priority 23:



Source: National Center for Education Statistics (NCES), Dropout Rates in the United States 1998, based on data from U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October (various years) **Limitations of data:** Self-reported data.

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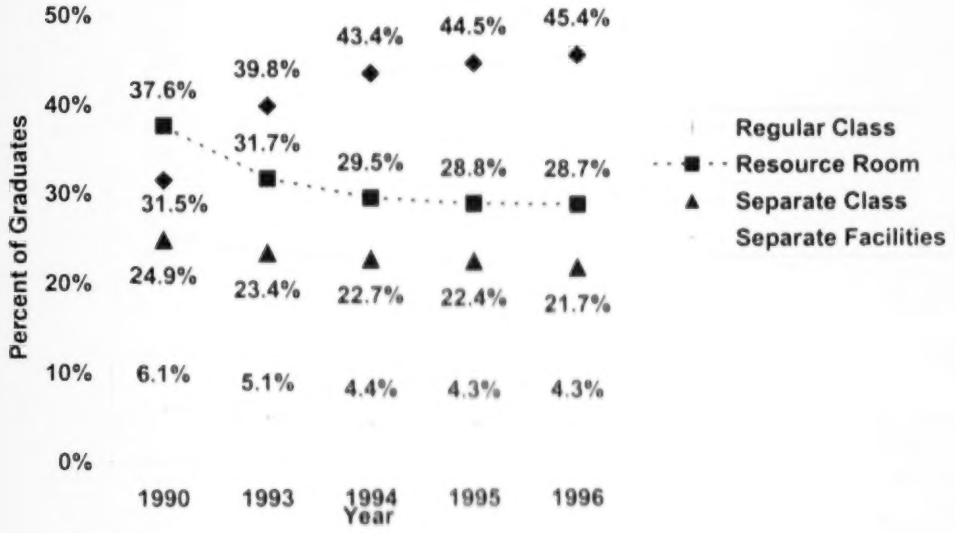
OPPORTUNITIES FOR STUDENTS WITH DISABILITIES

Priority 24:

Percentage Distribution of Students with Disabilities (ages 6-21*) According to Education Environments

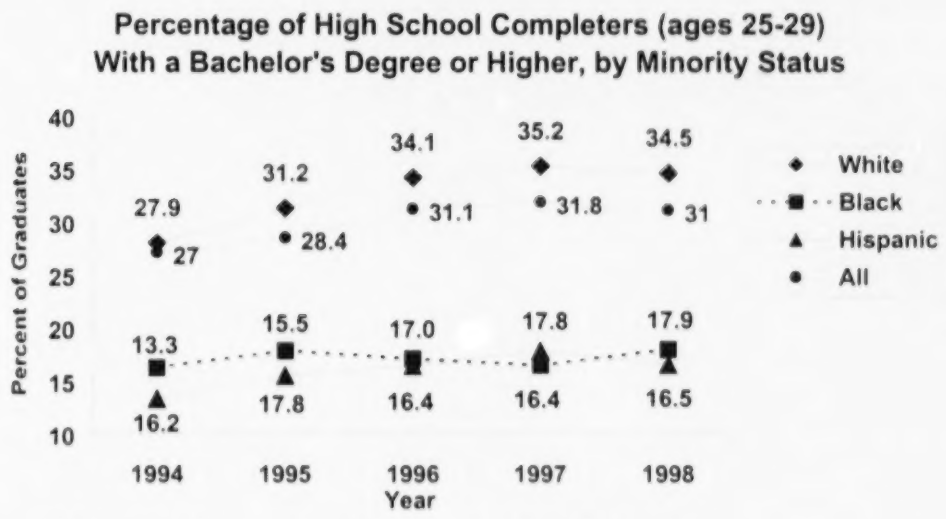


* Based on the number of students served under Part B of the Individuals with Disabilities Education Act (IDEA) in the United States and outlying areas.

Note: Details may not add to 100.0 due to rounding.
Source: National Center for Education Statistics, U.S. Department of Education, *The Condition of Education 1999*Indicator 20, page 42. **Limitations of data:** Does not show degree of integration within the regular classroom.

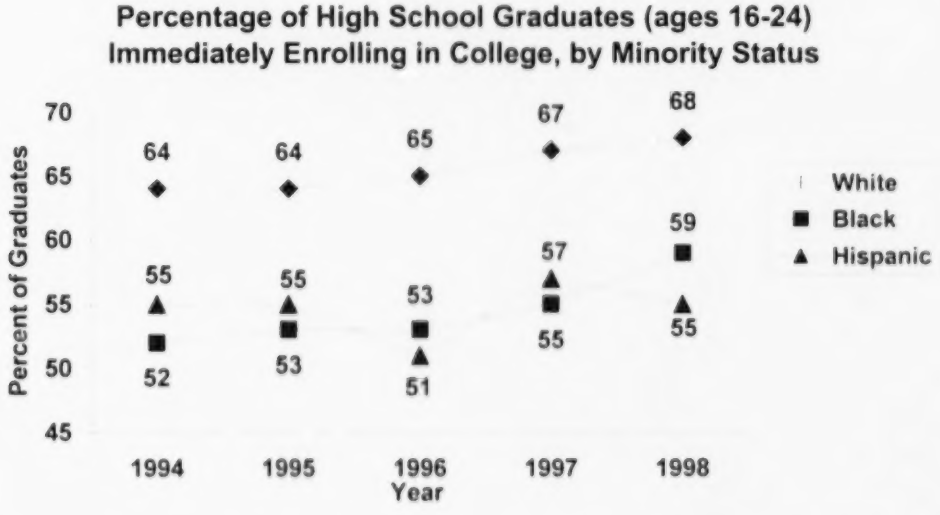
COLLEGE PARTICIPATION & STUDENT AID

Priority 25:



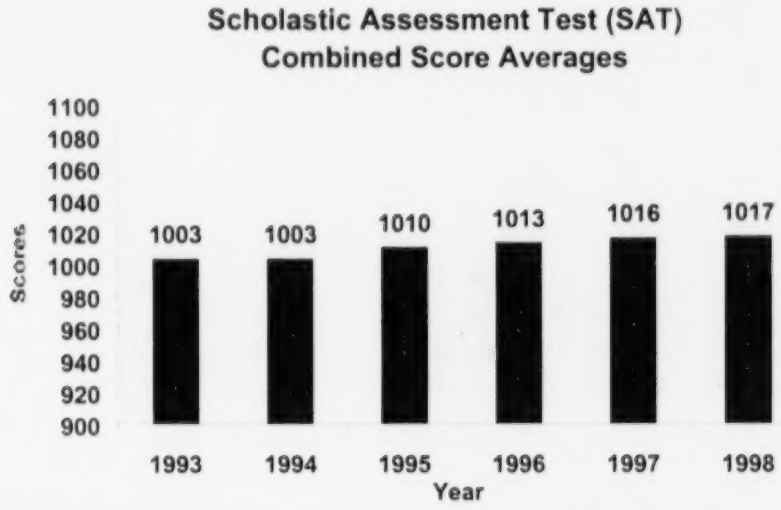
Source: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.
Limitations of data: Self-reported data.

Priority 26:

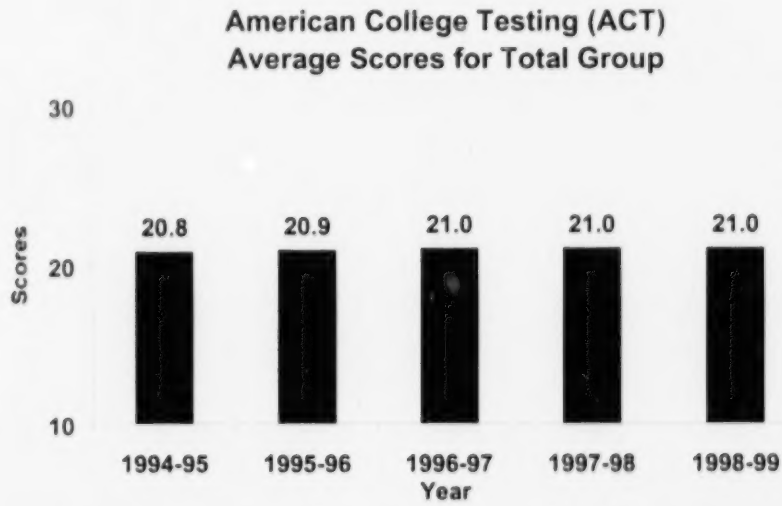


Source: October Current Population Surveys conducted by the Census Bureau. **Limitations of data:** Small subgroup sample sizes for low-income and minority students lead to large yearly fluctuations in enrollment rates. The use of three-year averages for the analysis of differences by subgroups and statistical significance tests will provide a more accurate assessment of progress.

Priority 27:



Note: For 1993-1995 individual student scores were converted to the recentered scale and then the mean was recomputed. For 1996 most students received scores on the recentered scale. (Any score on the original scale was converted to the recentered scale prior to recomputing the mean.) Scores for 1997 and 1998 were recentered.
Source: College Entrance Examination Board, *National Report on College-Bound Seniors*, various years. Copyright © 1997 College Entrance Examination Board. **Limitations of data:** Changes in the average score does not adjust for the changes in the composition of the test-taking population, which is increasingly minority and lower income.



Source: 1999 ACT National Score Report Index. **Limitations of data:** Changes in the average score does not adjust for the changes in the composition of the test-taking population, which is increasingly minority and lower income.

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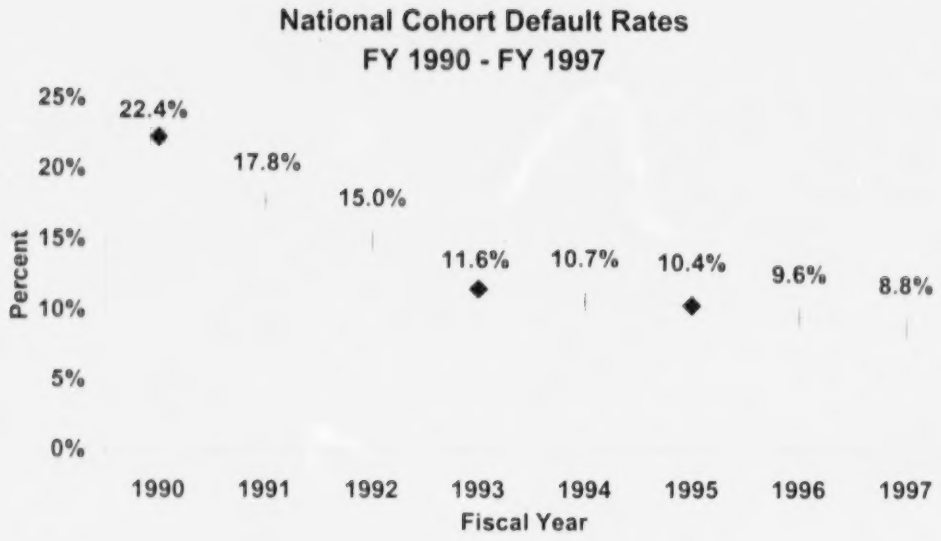
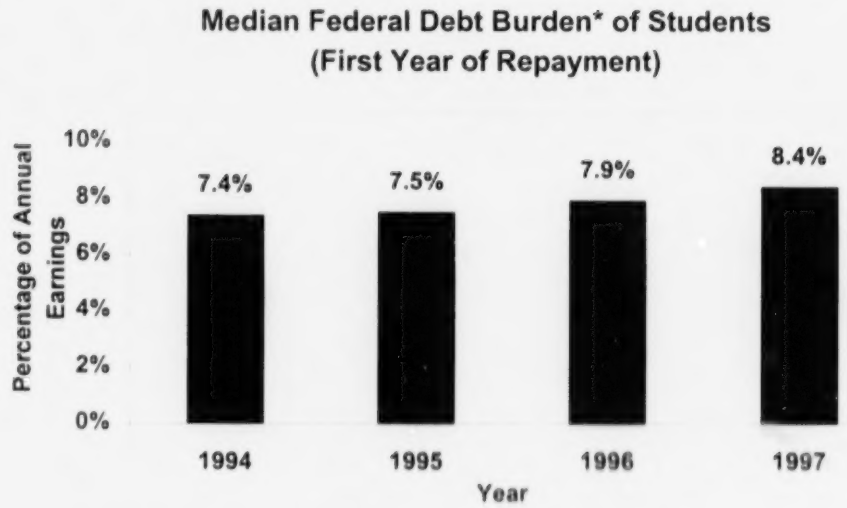
Priority 28:



Source: National Student Loan Data System, October 1999.

Priority 29:



* Yearly scheduled payment, as a percentage of annual earnings.

Source: National Student Loan Data System (NSLDS) and Social Security Administration (SSA) earnings records. **Limitations of data:** Debt burden may be overstated because income is based only on earnings, is limited to the amount earned by the individual borrower, and is capped at the maximum amount upon which Social Security taxes are owed ($65,400 in 1997). Trying to obtain permission to use IRS income data, which would alleviate these limitations.

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FY2000 Major Initiatives and Funding Opportunities

- Summary of Department's 2000 Initiatives and Funding Opportunities NEW
- Promising Initiatives To Improve Education In Your Community, A Guide to Selected U.S. Department of Education Grant Programs and Funding Opportunities NEW
- Class Size Reduction
- 21st Century Community Learning Centers
- Reading Excellence
- Technology Literacy Challenge Fund
- Safe and Drug Free Schools -- Middle School Coordinators Program
- Comprehensive School Reform Demonstration Program
- Public Charter Schools Program
- Advanced Placement Incentive Program
- College Assistance Migrant Program (CAMP) and High School Equivalency Program (HEP)
- Teacher Quality Enhancement Grants
- Preparing Tomorrow's Teachers to Use Technology Program (PT3)
- Bilingual Professional Development Program
- GEAR UP for College Program
- Learning Anytime, Anywhere Partnerships
- New American High Schools
- 2000 New Initiatives and Funding Opportunities
  - *Smaller Learning Communities Initiative*
  - *Elementary School Counseling Demonstration Program*
  - *Safe and Drug Free Schools -- Alternative Education Programs for Suspended and Expelled Youth*
  - *American Indian Teacher Corps Professional Development Grants*

Class Size Reduction

$1.2 billion in FY1999, $1.3 billion in FY2000
(a $100 million increase)

Helps school districts hire 100,000 teachers over 7 years to reduce class sizes in grades 1-3 to a nationwide average of 18.

21st Century Community Learning Centers

$200 million in FY1999, $453.7 million in FY2000
(a $253.7 million increase)

Funds school-community partnerships to keep schools open after-school and summers as safe havens for enhanced learning.

Reading Excellence

$260 million in FY1999, $260 million in FY2000
(no increase)

Helps children learn to read well and independently by the end of the third grade through reading instruction based on scientifically based reading research, professional development, family literacy, and extended learning activities.

Technology Literacy Challenge Fund

$425 million in FY1999, $425 million in FY2000
(no increase)

Provides funds to states, which award 95 percent as subgrants to districts to help carry out state and local education technology plans. Districts with the highest poverty and greatest need for technology receive priority.

Safe and Drug Free Schools—Middle School Coordinators Program $35 million in FY1999, $50 million in FY2000 (a $15 million increase)	Enables Middle Schools to hire alcohol, drug and violence prevention coordinators.
Comprehensive School Reform Demonstration Program $145 million in FY1999, $220 million in FY2000 (a $75 million increase)	Helps raise student achievement by assisting public schools across the country to implement effective, comprehensive school reforms that are based on reliable research and effective practices, and include an emphasis on basic academics and parental involvement.
Public Charter Schools Program $100 million in FY1999, $145 million in FY2000 (a $45 million increase)	Helps charter schools meet start-up costs associated with creating their new public schools, such as developing curriculum, purchasing equipment, or providing professional development for teachers.
Advanced Placement Incentive Program $4 million in FY1999, $15 million in FY2000 (an $11 million increase)	Enables States to reimburse part or all of the cost of test fees for eligible low-income individuals.
College Assistance Migrant Program (CAMP) and High School Equivalency Program (HEP) $13 million in FY1999, $22 million in FY2000 (a $9 million combined increase)	CAMP assists migrant and seasonal farmworkers to complete the first academic year of college and succeed in postsecondary education. HEP assists migrant and seasonal farmworkers and their children to obtain a secondary school diploma or a GED certificate and to continue their postsecondary education or to enter career positions.
Teacher Quality Enhancement Grants $75 million in FY1999, $98 million in FY2000 (a $23 million increase)	Funds State, Partnership, and Teacher Recruitment projects that support systemic change in state teacher licensure policies and practices; projects to promote comprehensive and lasting change to teacher preparation programs; and the recruitment and preparation of excellent teachers for America's classrooms.
Preparing Tomorrow's Teachers to Use Technology Program (PT3) $75 million in FY1999, $75 million in FY2000 (no increase)	A national teacher preparation reform initiative to ensure that all future teachers are technology-proficient educators who are well prepared to teach 21st Century students.
Bilingual Professional Development	Three competitive grant programs to

Program $50 million in FY1999, $75 million in FY2000 (a $25 million increase)	meet the need for fully certified bilingual and ESL teachers and other educational personnel, and to insure well-prepared personnel to provide services to limited English proficient students.
GEAR UP for College Program $120 million in FY1999, $200 million in FY2000 (an $80 million increase)	A long-range early college preparation and awareness program that gives low-income students and their families pathways to college by partnering middle and high schools with colleges and community organizations or through State-administered programs.
Learning Anytime Anywhere Partnerships $10 million in FY1999, $15 million in FY2000 (a $5 million increase)	Supports postsecondary partnerships among colleges, businesses, and other organizations to promote technology-mediated distance education that is not limited by time or place.
New American High Schools $4.05 million in FY1999, $4 million in FY2000 (no increase)	Showcases and supports outstanding high schools that have committed to extensive reform efforts, raised academic standards for all students, and achieved excellent results.

New Initiatives

Smaller Learning Communities Initiative $45 million in FY2000	Helps LEAs plan, develop and implement smaller learning communities (goal of not more than 600 students in a learning community) for students in large high schools (defined as 1,000 students or more) to create a more personalized high school experience for students and improve student achievement.
Elementary School Counseling Demonstration Program $20 million in FY2000	Provides grants to establish or expand counseling programs in elementary schools.
Safe and Drug Free Schools—Alternative Education Programs for Suspended and Expelled Youth $10 million in FY2000	Helps school districts identify effective procedures, policies, and programs that serve to discipline students without suspending or expelling them.
American Indian Teacher Corps Professional Development Grants $10 million in FY2000	The American Indian Teacher Corps initiative combines several program elements in a manner that will effectively train 1,000 new teachers to

work in schools with high concentrations of Indian students.

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[Return to Secretary's Initiatives] PREV ED HOME

This page last modified February 18, 2000 (eal)

RICHARD W. RILEY

U. S. SECRETARY OF EDUCATION

The *Christian Science Monitor* says that many Americans regard Dick Riley as "one of the great statesmen of education in this century." David Broder, columnist for *The Washington Post*, has called him one of the "most decent and honorable people in public life." And when Riley was governor of South Carolina, he was so popular that the people amended their constitution to enable him to run for a second term.

Wherever he goes, Richard Wilson Riley--U. S. Secretary of Education and grandfather of ten--wins respect for his integrity, principled leadership, commitment to children, and passion for education.

President Clinton chose Dick Riley to be Secretary in December 1992 after Riley won national recognition for his highly successful effort to improve education in South Carolina. During the President's first term, Riley helped launch historic initiatives to raise academic standards; to improve instruction for the poor and disadvantaged; to expand grants and loan programs to help more Americans go to college; to prepare young people for the world of work; and to improve teaching. He also helped to create the Partnership for Family Involvement in Education, which today includes over 4,000 groups.

Riley gets things done by reaching out to all citizens. He prefers partnership to partisanship. His quiet, self-effacing style "can drive impatient, assertive young Washington movers and shakers crazy," the *National Journal* has written. "He doesn't grab headlines or clamor for credit... But, inevitably, Riley reaches his goal."

Riley's efforts were so successful that President Clinton asked him to stay on in his second term to lead the President's national crusade for excellence in education. Riley and the President agree that education must be America's number one priority in the years ahead. Already in the second term, Riley has helped win an historic ruling by the F.C.C. to give schools and libraries deep discounts for Internet access and telecommunications services and helped win major improvements in the Individuals with Disabilities Education Act.

Riley's goals now include helping all children to master the basics of reading and math; making schools safer; reducing class sizes in grades 1-3 by helping states and schools to hire 100,000 more good teachers; modernizing and building new schools to meet record-breaking student enrollments and to help students learn to use computers; and expanding after-school programs.

Dick Riley was born in Greenville County, S. C., on Jan. 2, 1933. He was graduated *cum laude* from Furman University in 1954 and served as an officer on a U. S. Navy minesweeper. In 1959, Riley received a law degree from the University of South Carolina. He was a state representative and state senator from 1963-1977 and was elected governor in 1978 and reelected in 1982. Riley is married to the former Ann Osteen Yarborough. They have four children.